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ABSTRACT

This document is a course syllabus for "College and University Organization and Administration." The purpose of the course is to provide an overview of the organizational structure and administrative nature of U.S. colleges, universities, and other learning organizations. Course objectives include: (1) an introduction of selected organizational, administrative, and political issues of colleges and universities; (2) an investigation of the roles and responsibilities of the officers and constituencies of colleges; (3) an investigation of the leadership challenges and opportunities for senior officers of colleges and universities; and (4) an introduction to theory about higher education organizations, governance, management, leadership, and the change process. Course readings include Birnbaum's "How Colleges Work: The Cybernetics of Academic Organization and Leadership," Brown's "Organization and Governance in Higher Education," and selections from Rudolph's "The American College and University: A History," and Altbach's "American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges." (CB)

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ED 470 611

Teachers College, Columbia University

TD4020: College and University Organization and Administration

Spring 2002

Mondays, 5:10pm - 6:50 p.m.

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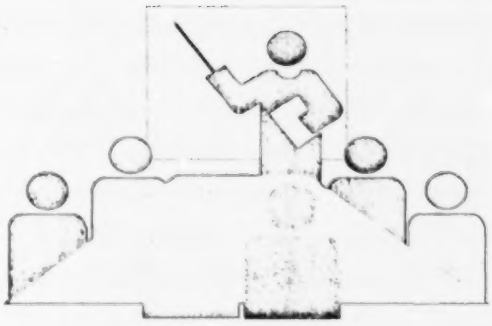

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I. Course Purposes:

TD 4020 provides an overview of the organizational structure and administrative nature of U.S. colleges, universities, and other learning organizations. While the course is designed as a follow-up to TD4010, Purposes and Policies of Higher Education, students who have not completed this course can approximate, but not duplicate, its content through readings listed below in this syllabus in a section titled Optional Texts. This course will serve as a foundation for further study and research for those students pursuing the various degrees in higher education.

TC020743

II. Course Audience:

This course is intended as an introductory course for students of the Department of Organization and Leadership Development, and other students of Teachers College and Columbia University who are interested in higher education.

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III. Course Objectives

A. To introduce selected organizational, administrative, and political issues of colleges and universities.

B. To investigate the roles and responsibilities of the officers and constituencies of colleges.

C. To investigate the leadership opportunities and challenges for senior officers of colleges and universities.

D. To introduce some of the literature and resources of higher education institutions and administration, governance and leadership.

E. To provide a foundation of theory about higher education organizations, governance, management, leadership, and the change process.

F. To encourage regular reading of the basic news publications of higher education.

G. To develop critical analytical thinking and writing skills.

H. To enable students to plan career objectives in the context of postsecondary education.

IV. Course Philosophy

This is a graduate level course with the following assumptions:

A. Each student brings to the classroom a wealth of experience and knowledge that should be and can be tapped in classroom discussion.

B. Adults learn best through actively participating in their own education.

C. People best clarify their ideas and understanding of concepts and issues through discussion and writing.

D. As an introductory course that serves both the Department of Higher and Adult Education and the degree requirements for several other departments, it is inevitable that there will be many students in this course. To the extent possible within these constraints, the course design attempts to take into consideration the differences in learning styles and interests of students to ensure the best learning experience for everyone.

E. Adults learn best from close and prompt feedback on classroom comments and on written work.

V. Course Organization and Design

This course employs several simultaneous learning streams. The first focuses on the specifics of how colleges and universities are organized, ranging from trustees to presidents and from faculty to students. The second focuses on the unique shared governance structure of higher education and what this means in terms of how colleges and universities function. The third focuses on theory about college and university functioning, organization, climate, culture, and change. The third stream includes real-life

application of the knowledge provided in the course through case studies, discussions with officers in the jobs examined in the course, and simulations.

The reading in this course is a balance between description (how something is organized and works) and theory (why something works as it does). For many students this is an introduction to organizational theory applied to higher education. Class time will not specifically be devoted to discussion of the readings, but rather to illustrate and debate through integration that goes beyond the readings.

Case study papers, videos, the simulation at the end of the course, and in-class exercises provide opportunities to apply the theory from the readings into actual situations. Your weekly reading of The Chronicle of Higher Education and other higher education magazines and journals provide real life examples of the theory explored in the course.

VII. Expectations of Students

A. This course requires the participation of each and every student to be successful. Each student brings to the course a wealth of expertise and knowledge that will significantly enrich the classroom experience. In addition to the necessity of the presence of each student in every class, it is important that all students come prepared, having read all of the assignments. It is also important that all students fully participate in each class session by providing information, probing for details, making connections among materials, and linking ideas to general theory. Participation means quality, not quantity—the ability of a statement to advance the general discourse, to connect concepts, and to foster general understanding and learning. Participation is considered the minimum performance level for a graduate student.

B. Students should attend *all* classes. However, adults must juggle myriad responsibilities. Sometimes that means choosing among competing priorities, and, occasionally, something else will have a higher priority. I will understand an absence better if you call me in advance of a class to tell me (or leave a message for me) that you will be absent OR if you call immediately afterwards for follow-up.

C. If you miss a class, you are responsible for obtaining all notes and handouts. To that end, it is wise to make a friend in class upon whom you can call for assistance if you absolutely must miss a class.

D. Students should turn in all assignments on time. You may have predictable work or home crunches that may interfere with a paper due date. I am *always* happy to accept an assignment *before* the due date. I have chosen due dates to ensure the best windows of opportunity to return assignments to you promptly.

E. Final papers *must be turned in on time to ensure grading* by the end of the semester. It is entirely possible that you may have this and one or two other major, final assignments due on the same day or during the same week. Expecting that you will do *your very best work on all assignments in this class*, it is of interest and concern to me if the final due date conflicts with the due date of a final project in another class, because, of course, I want you to be able to devote your full attention and energy to *this* assignment. To that end, please consult with me if you find that you have conflicting final assignment dates in another course. Together we can work out an alternate deadline.

F. Along with Teachers College and the Department of Organization and Leadership, I expect that you will use the highest personal and professional standards of ethics in this course. These expectations include the application of academic integrity and honesty in your class participation and written work. It also includes the expectation that you will listen without bias or preconception to the ideas of your classmates, while giving them, as they give you, the benefit of opportunity to test out ideas and opinions in an educational environment of trust and openness.

G. If you have any questions/comments/concerns about readings, about anything said in class (particularly by the instructor or a guest speaker), about the tone or content of class discussion, about your papers and their grades, or, in short, about anything having to do with this course, please feel free to talk with me.

VIII. Course Foundation Texts

In total, assume a reading load of approximately 1200 pages for the semester, much of it at the beginning of the semester.

Required Texts

Birnbaum, Robert. How Colleges Work: The Cybernetics of Academic Organization and Leadership . San Francisco: Jossey-Bass, 1988. ***(available from the TC Bookstore)***

Brown, M. Christopher II. Organization and Governance in Higher Education. Fifth :Edition. ASHE Reader Series. James L. Ratcliffe, ASHE Reader Series Editor. Boston: Pearson Custom Publishing, 2000. ***(available from the TC Bookstore)***

Almost every evening a reading packet will be made available for the next week's class. If you are not in attendance, please make arrangements to have it picked up for you so you are ready to contribute to the discussion in the next class. A set of four case studies related to higher education will be purchased for you from the Harvard Graduate School of Education. These will be distributed in class and have been paid for with the course fee that was charged to your account when you registered.

Optional Texts:

These two books serve as a back-up text for students who have not taken TD4010: Purposes and Policies of Higher Education:

Rudolph, Frederick. The American College and University: A History. Athens, GA: University of Georgia, 1962. .

Altbach, Philip G., Berdahl, Robert O., and Gumport, Patricia J. eds. American Higher Education in the Twenty- First Century: Social, Political, and Economic Challenges. Baltimore: The Johns Hopkins University Press, 1999.

In addition, all students could benefit from a review of the higher education literature. The best short read (73 pages) is Fincher, Cameron, Keller, George, Bogue, E. Grady, and Thelin, John R. 100 Classic Books About Higher Education: A Compendium and Essays. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 2001.

For those requesting it, an extensive bibliography is available. Please see me after class to request same.

Supporting Readings:

All students should regularly read The Chronicle of Higher Education, or the daily electronic version thereof so that references and discussions can be based on current articles. Half and full year student subscriptions are available to The Chronicle. I will try to make subscription forms available for those of you who wish to subscribe; The Chronicle may also be read in the TC Library.

Students will also find it useful to familiarize themselves with some of the other major periodicals and newsletters in the field. Some of those that relate to the topics addressed in the course are:

Academe

American School and University

Black Issues in Higher Education

Change: The Magazine of Higher Learning

Community College Journal

Education

Educational Administration Quarterly

Educational Record

Harvard Educational Review

The Journal of Higher Education

New Directions for Adult and Continuing Education

New Directions for Community Colleges

New Directions for Higher Education

New Directions for Institutional Research

New Directions for Student Services

New Directions for Teaching and Learning

On the Horizon (a bi-monthly newsletter)

Perspectives: Policy and Practice in Higher Education

In addition, there are helpful websites:

ACT: www.act.org

American Council on Education: www.acenet.edu

The American Higher Education Consortium: www.fdl.cc.mn.us/aihec/

The Argus Clearinghouse – Higher Education: www.clearinghouse.net/cgi-bin/chadmn/viewcat/Education/higher_education?kywd++

The College Board: www.collegeboard.org/occr/html/intro.html

The Chronicle of Higher Education: http://chronicle.com

ERIC Clearinghouse on Higher Education: www.eriche.org/main.html

ERIC Clearinghouse for Community Colleges: www.gseis.ucla.edu/ERIC/eric.html

Education Resources on the Internet: www.indiana.edu/-libeduc/other.html

National Center for Education Statistics: www.nces.ed.gov

National Center for Postsecondary Improvement: http://ncpi.stanford.edu

National Center for the Study of Adult Learning and Literacy: http://hugse1.harvard.edu/ncsall

NEA's Higher Education Home Page: www.nea.org/he/index.html

National Library of Education: www.ed.gov/NLE/

U.S. Bureau of the Census: www.census.gov

U.S. Bureau of Labor Statistics: www.bls.gov

U.S. Department of Education: www.ed.gov/

The World Wide Web Virtual Library: Education: www.csu.edu.au/education/library.html

Yahoo! Education Directory: http://dir.yahoo.com/education/index.html

For Tribal Colleges, go to the American Indian College Fund web page:

http://hanksville.phast.umass.edu/defs/independent/AICF.html

For a list of Historically Black Colleges and Hispanic Serving Colleges:

http://web/fie.com/web/mol/index.htm

See Junior-College-History.org for a site which provides primary sources that describe the organization, governance, curriculum, funding, and student culture of junior colleges established between 1900 and 1940.

For a good source of books at the lowest price, see www.bookpricer.com

You may want to access www.dissertation.com which is one of a handful of new outlets on the Web hoping to find a paying audience for unpublished academic papers. Another source of dissertations: wwwlib.umi.com/dissertations (note: no period between www and lib)

In late 2000, the Office of Postsecondary Education of the U.S. Department of Education made available a Directory of Federal Postsecondary Education Programs listing 449 programs offered by 31 U.S. departments and agencies: www.ed.gov/offices/OPE/directory/ You may also want to access www.FirstGov.gov ; if you type in "community colleges," you will obtain 2,149,515 matches!

IX. Study Groups

This course covers a great deal of data and theory in the short span of this semester. Research on learning indicates that students can better "make the material their own" through extensive discussion. Unfortunately, our short weekly meeting time does not provide sufficient time for such in-depth discussion. Therefore, I urge you to organize into study groups to review readings and to prepare for class. In fact, I will assign you to a group for various course exercises by the second meeting night. This syllabus includes study questions for each class that would be useful for study group discussion. **Participation in a study group will significantly enhance your learning.**

X. Course Assistant

Jeffrey S. Putman will serve as the Teaching Assistant for this course. He is an advanced doctoral student and obtained his EdM (in 1998) and MA (in1997) in the Higher Education Administration program at Teachers College, Columbia University, and received his BA in Political Science (in 1996) from

Purchase College, SUNY. He is currently Assistant Dean for Student Affairs at Purchase College, SUNY where he supervises the College's judicial system, orientation programs for new students, & commuter services; serves as one of the chief student advocates; and serves as divisional budget officer. He also serves as a professional delegate to the delegate assembly of United University Professions (UUP), the nation's largest higher education union, which represents the faculty and staff within SUNY; was recently re-elected President of the Purchase College Alumni Association, Inc.; and serves as Regional Chair of the Information Technology Knowledge Community, Webmaster, and Newsletter Editor for Region II of NASPA (the National Association of Student Personnel Administrators).
Work phone: (914) 251-6030
Email: putman@purchase.edu; jsp32@columbia.edu

X. Course Organization

January 28th: Introduction to the Course
An introduction to the course including an overview of content and a review of the course's specific requirements and an introduction to one another.

The class will go over the syllabus, the instructor will respond to questions. The objective will be to clearly state the purpose of the course and how the readings, paper, and final exam assignments fit into the course organization.

Then we will create dyads with one person introducing another so that the entire class becomes familiar with all participants. Since so many of you had Purposes and Policies together, you may already know one another reasonably well, but newcomers should be assimilated, and Jeffrey Putman and I need to begin to know who you are. This will also serve as a baseline introduction for an exercise we will do on or about April 15th.

February 4th The Organization of Higher Education in America
It drives you crazy, but it gets the work done—the bureaucracy of colleges and universities. If you are not a member of the faculty you are part of the bureaucracy. This class will focus on "bureaucracy" and consider its contribution to the functioning of colleges and universities in the light of organizational theory.

Study Questions:

1. What are the parts of a "system" of higher education?
2. How is a typical college or university organized?
3. How did organizational structures and current institutional organizational models evolve?
4. What is an "organizational saga"? How does it work and what impact does it have?
5. What is the "professional bureaucracy" of colleges and universities?
6. What systems are "loosely coupled" in a college or university? What systems are "loosely coupled" in relationship to your job?
7. Why aren't universities more like businesses?
8. Are there institutions of higher education which are like businesses?

Required Readings:

- Model organization chart for colleges and universities [handout]
- McDade, S. A. (1988; 1990). An introduction to the case study method: Preparation, analysis, and participation. [handout]
- Duryea, E. D. Evolution of university organization. In ASHE reader on organization and governance in higher education, (pp. 3-15).
- Clark, B. R. The organizational saga in higher education. In ASHE reader on organization and governance in higher education, (pp. 153-159).
- Dill, D. D. The nature of administrative behavior in higher education. In ASHE reader on organization and governance in higher education, (pp. 92-110).
- Etzioni, A. Administrative and professional authority. In ASHE reader on organization and governance in higher education, (pp. 111-118).
- Gergen, K. J. Organization theory in the postmodern era. In ASHE reader on organization and governance in higher education, (pp. 523-536).
- Mintzberg, H. The professional bureaucracy. In ASHE reader on organization and governance in higher education, (pp. 50-70).
- Peterson, M. W. Emerging developments in postsecondary organization theory and research: fragmentation or integration. In ASHE reader on organization and governance in higher education, (pp. 71-82).
- Weick, K. E. Educational organizations as loosely coupled systems. In ASHE reader on organization and governance in higher education, (pp. 36-49).

Optional Readings:

- Simpson, Ronald D., and Frost, Susan H. (1993). How colleges and universities are organized. Inside college: Undergraduate education for the future (pp. 67-76). New York: Insight Books/Plenum Press.

- Allen, R. C. (July 21, 2000). Why can't universities be more like businesses? Chronicle of Higher Education, pp. B4-B5. [http://www.chronicle.com]

NOTE:
Please **read ALL** of Robert Birnbaum's How Colleges Work NOW, **before** the February 11 class. We will refer to this book throughout the semester.

NOTE:
Topic Proposals are due this evening and will be returned February 11th.

February 11th The Cybernetic Nexus: How *DO* Colleges and Universities Work?
Many researchers have made names for themselves trying to explain how and why colleges and universities act as they do. Bob Birnbaum wrote How Colleges Work, in large part while he was a professor here in the Department of Higher and Adult Education (formerly the home of the higher education program before the reorganization) at Teachers College. The book's four models of organizational functioning are now common concepts in the discussion of colleges and universities, and "the cybernetic institution" is a term that every president wants applied to his school.

Study questions:
1. How does a college or university "work"?
2. How closely do Birnbaum's models match your experiences in colleges and universities?
3. How can the models be applied to better understand, function in, and affect change?
4. What do the models *not* explain or do not fully explain?
5. How does Cohen's Organized Anarchy model help to explain the functioning of colleges? (a subject which we will return to when we discuss Presidents)

Required Readings:

- Birnbaum, Robert. (1991). How colleges work. San Francisco: Jossey-Bass.

- Cohen, M. D., & March, J. G. Leadership in an organized anarchy. In ASHE reader on organization and governance in higher education, (pp. 16-35).

February 18th: Presidents and Leadership (Guest Lecturer: Dr. Sean Fanelli)
Presidents are the titular heads of their institutions. Many think that presidents can move mountains; presidents often doubt their own power to move molehills. Presidents fulfill a number of specific legal roles, additional formal roles dictated by the organizational structure of the institution, and myriad other informal, organizational, and symbolic roles required by the culture of the institution. The president's role is normally described in terms of leadership, but the president also must fulfill many purely administrative responsibilities that keep the institution functioning. However, many responsibilities are actually delegated and the president provides only oversight, motivation, and vision.

Study questions:
1. What does leadership mean within higher education?
2. Why would someone want to be president of a college or university?
3. What does a president do? (legal, formal, informal, leadership, administrative responsibilities)
4. Can a president make a difference?
5. How do the Russo and Mincone cases illustrate restrictions on the presidency? On academic freedom?

6. What lessons can be learned from the "Sister Mary Ignatius Tells It All" story?
7. How does the book by Robert Birnbaum fit the description of the institution lead by Dr. Fanelli?

Required Readings:

- **Case Study:** Academic Leadership at Bradford College (a one-page case to get us started with cases and to pose the question "Will 34-year-old Arthur Levine, newly appointed president of the college, be able to lead Bradford through this period of curricular reform despite his lack of academic and administrative experience?")

- Bensimon, E. M.; Neumann, A.; & Birnbaum, R. Higher education and leadership theory. In ASHE reader on organization and governance in higher education, (pp. 214-222).

- Bensimon, E. M.; & Neumann, A. What teams can do. In ASHE reader on organization and governance in higher education, (pp. 244-257).

- Cohen, M. D., & March, J. G. Leadership in an organized anarchy. In ASHE reader on organization and governance in higher education, (pp. 16-35). (reprise)

- Pfeffer, J. The ambiguity of leadership. In ASHE reader on organization and governance in higher education, (pp. 205-213).

- Tierney, W. G. Symbolism and presidential perceptions of leadership. In ASHE reader on organization and governance in higher education, (pp. 223-231).

Optional Readings:

- Birnbaum, Robert. "The Dilemma of Presidential Leadership," in Altbach, Philip G., Berdahl, Robert O., and Gumport, Patricia J. eds. American Higher Education in the Twenty- First Century: Social, Political, and Economic Challenges. Baltimore: The Johns Hopkins University Press, 1999, pp. 323-344.

- Cote, Lawrence S. (November/December 1985). The relative importance of presidential roles. Journal of Higher Education 56,(6), 664-676.

- Hahn, Robert (September/October 1995). Getting serious about presidential leadership: Our collective responsibility. Change, 13-19.

- Kerr, Clark, and Gade, Marian L. (1989). The 10,000—all different; why they serve, whence they come, and whither they go; Orientation—what the new president learns. The many lives of academic presidents: time, place & character (pp. 3-35). Washington, DC: Association of Governing Boards of Universities and Colleges.

- Levine, Arthur (January/February 1984). Surviving the first year: Diary of a new college president. Change, 11-17.

- Perlman, Daniel H. (October 1989). Paradoxes of the presidency. AAHE Bulletin 42 (2), 3-6.

- American Council on Education. (January 20, 2000). Average years of service as president: 1995 and 1986. Black Issues in Higher Education, (p. 21).

- Bensimon, E. T. The meaning of "good presidential leadership": A frame analysis. In ASHE reader on organization and governance in higher education **(Fourth Edition),** (pp. 421-431). Note: in this syllabus there will be a number of occasions when reference is made under Optional Readings to the **Fourth edition** of your reader.

- Levine, A. (January/February 1984). Surviving the first year: Diary of a new college president. Change. Washington, DC: Heldref Publications and the American Association for Higher Education, (pp. 10-17). [See Files section of Prometheus.]

- McFarlin, C. H.; Crittenden, B. J.; & Ebbers, L. H. (2000). Background factors common among outstanding community college presidents. Community College Review (27),3, (pp. 19-32).

- Padilla, A.; & Ghosh, S. (Winter 2000). Turnover at the top: The revolving door of the academic presidency. The Presidency. Washington, DC: American Council on Education, (pp. 30-37).

- Rhodes, F. H. (Spring 1998). The art of the presidency. The Presidency. Washington, DC: American Council on Education, (pp. 12-18).

February 25th **Institutional Governance and Trustees, Accreditation and Educational Associations**

Institutional Governance

Although we think of colleges and universities as educational institutions, technically and legally they are corporate entities. As such, they must have a formal governance structure, which we often informally refer to with the general rubric of "trustees." Trustees have a variety of formal and informal responsibilities.

Study Questions:

1. How do colleges and universities differ from business, industry, and government in the way decisions are made?
2. How are trustee, faculty, and administrative governance systems simultaneous, parallel, overlapping, and competitive?
3. What is a trustee? Are there differences between trustees, boards of directors, governing boards, visiting committees, overseers?
4. What is the difference between State and Local trustees? Between trustees of Private and of Public institutions?
5. What are the legal responsibilities of trustees?
6. How do trustees "work"?

Educational Community

We typically think of the higher education institution as including only colleges and universities. But its scope is much larger. This portion of the session will focus on accreditation and on institutional associations and disciplinary societies to examine the roles and influences that they have on higher education structure, organization, and policy.

Study Questions:

1. What is the role of the accrediting body? How do they function?
2. What are the roles and responsibilities of educational associations?
3. What associations have impact on Teachers College? on your institution?

4. What associations are you involved with? should you be involved with? What roles do these associations play in your profession? in your career?

Required Readings:

- AAUP/ACE/AGB. Statement on government of colleges and universities. In ASHE reader on organization and governance in higher education, (pp. 85-91).
- Baldridge, J. V.; Curtis, D. V.; Ecker, G. P.; & Riley, G. L. Alternative models of governance in higher education. In ASHE reader on organization and governance in higher education, (pp. 128-142).

Optional Readings:

- Taylor, Barbara E. (1987). Composition of the board and selection of trustees; Sharing authority with trustees. Working effectively with trustees: Building cooperative campus leadership (pp. 11-24, 69-98). ASHE-ERIC Higher Education Report No. 2. Washington, DC: Association for the Study of Higher Education.

- Rudolph, Frederick (1962). The American college and university: A history. Athens, Georgia: The University of Georgia Press. (For students who have not taken TD4010 since Spring 1992.)

- Putnam, Mark. (1994). " Review of the literature: The role of the board of trustees. " in The role of formal and informal sources of information in trustee decision making at small private colleges struggling for survival. (Doctoral dissertation, Teachers College, Columbia University 1994). Dissertation Abstracts International, (pp. 11-40.)

- Pulley, J. L. (August 18, 2000). Eyes wide shut: How Eckerd's 52 trustees failed to se two-thirds of its endowment disappear. Chronicle of Higher Education, pp. A31-A33. [http://www.chronicle.com].

- Association of Governing Boards (http://www.agb.org) Investigate issues of interest to trustees, types of AGB research and publications, policy statements, composition of boards. In particular, read the policy statement on governance and responsibilities of trustees.

- Explore The Chronicle of Higher Education web site for recent articles on trustees, accreditation, and educational associations.

- Bloland, Harland G. (1985). Higher education associations and society; The Washington-based education association community and its environment; and Current issues and the future: The Washington community in the last half of the decade. Associations in action: The Washington, D.C., higher education community. (pp. 1-36; 83-90). Washington, DC: Association for the Study of Higher Education.

- Bogue, E. Grady, and Saunders, Robert L. (1992). Accreditation: The test of mission fulfillment. The evidence for quality: Strengthening the tests of academic and administrative effectiveness (pp. 29-64). San Francisco: Jossey-Bass Publishers

March 4th Senior Administrators and Department Chairs

Senior administrators are the engines that push an institution forward—and like a big train, the larger the institution the more engines must be strung together to drive the institution forward. A small institution may have only a few; large institutions will have nearly a hundred. The larger the institution, the more

senior administrators, particularly deans, act as CEOs of their units. While they carry the responsibilities of unit leadership, they are often also referred to as "leaders in the middle" in that above them are trustees and a president, below them are unit managers (department chairs), faculty, and administrative staff; their ability to act is hindered in both directions.

The department chair is the most intimate of academic leaders. He or she makes the detailed decisions that most directly affect education, and must live with the impact of those decisions daily. Collectively they control the major portion of any institution's budget and the largest proportion of personnel (faculty), and directly impact virtually the totality of the institution's customers, its students.

Study questions:

1. Why are colleges and universities organized into departments?
2. What are the roles and responsibilities of department chairs in the life of an institution?
3. How does the leadership of a department chair affect the lives of students?
4. What does it mean to "lead from the middle"?
5. What are the differences in roles of a dean in a centralized versus a decentralized institution?
6. Why are larger institutions organized into academic units of schools or colleges?
7. What are the organization and political roles of senior administrators?

- **Case Study:**
  Ealing State University: Division of Continuing Studies (A). The Division of Continuing Studies has changed hands five times in an eight-year period. The new dean is challenged with reorganizing the division, but also faces questions from the new president over whether the division should exist at all.

- **Case Study:**
  Sunbelt State University. After six years of what she considers highly effective work, the dean of the College of Education, Human Services, Behavioral Science, and Justice invites a committee to evaluate her work. The result disappoints her. How can she make people understand why she spends her time as she does. What is the appropriate allocation of a senior administrator's time?

- Bensimon, Estela M.; Neumann, Anna; and Birnbaum, Robert (1989). Making sense of administrative leadership: The "L" word in higher education (pp. 35-50). ASHE-ERIC Higher Education Report No. 1. Washington, DC: School of Education and Human Development, The George Washington University.

- Moore, Kathryn M.; Salimbene, Ann M.; Marlier, Joyce D.; and Bragg, Stephen M. (September/October 1983). The structure of presidents' and deans' careers. Journal of Higher Education, 54(5), 500-515.

- Tucker, Allan (1984). Types of departments, divisions, and institutions; and Assigning and reporting faculty activities. Chairing the Academic Department (pp. 27-39; 331-352). 2nd Edition. Washington, DC: American Council on Education/Macmillan Publishing Company.

March 11th: Faculty Governance, Collective Bargaining

Many believe the faculty are the institution—that students come to study at an institution because of them, that administrators exist to serve them, and that presidents and trustees bring in funds for the exclusive support of faculty. If faculty are an institution's heart, they also have headaches. Chief among these headaches is the process of faculty evaluation and tenure. Tenure is strongly defended by the academy, and just as strongly criticized as destroying quality.

Study questions:

1. Who are the faculty? What is the faculty?
2. How is a professor hired, groomed, evaluated, and tenured?
3. What are the arguments for and against tenure?
4. What is the relationship between tenure and academic freedom?
5. How is the faculty voice heard at an institution?
6. How do faculty roles and work fit into Birnbaum's organizational models?
7. What differences are there between the Faculty Senate and the Faculty Union?
8. To what extent is Academe organized for collective bargaining?
9. What are the major issues faced by institution and faculty alike via collective bargaining?

Required Readings:

- Birnbaum, R. The latent organizational functions of the academic senate: Why senates do not work but will not go away. In ASHE reader on organization and governance in higher education, (pp. 232-243).

- Clark, B. R. Faculty organization and authority. In ASHE reader on organization and governance in higher education, (pp. 119-127).

Optional Readings:

- American Association of University Professors, American Council on Education, and Association of Governing Boards of Universities and Colleges (1966). Statement on government of colleges and universities. Academe 52(4), 375-379. Reprinted in Marvin W. Peterson (Ed.) (1991). Organization and governance in higher education (pp. 157-163), 4th Edition, ASHE Reader Series. Needham Heights, MA: Ginn Press.

- Baldridge, J. Victor; Curtis, David V.; Ecker, George P., and Riley, Gary L. (1977). Alternative models of governance in higher education. In Gary L. Riley and J. Victor Baldridge (Eds.), Governing academic organization. (pp. 2-25). Berkeley, CA: McCutchan Publishing Corp. Reprinted in Marvin W. Peterson (Ed.) (1991). Organization and governance in higher education (pp. 30-45), 4th Edition, ASHE Reader Series. Needham Heights, MA: Ginn Press.

- Birnbaum, Robert (July/August 1989). The latent organizational functions of the academic senate: Why senates do not work but will not go away. Journal of Higher Education, 60(4), 423-443. Reprinted in Marvin W. Peterson (Ed.) (1991). Organization and governance in higher education (pp. 195-207), 4th Edition, ASHE Reader Series. Needham Heights, MA: Ginn Press.

- Getman, J. (1992). Faculty governance. In In the company of scholars: The struggle for the soul of higher education. Austin, TX: University of Texas Press, (pp. 90-109).

- Leatherman, C. (January 30, 1998). 'Shared governance' under siege: Is it time to revive it or get rid of it? Professors feel shut out of decision making, and unsure about how to regain their influence. Chronicle of Higher Education, pp. A8-A9. [http://www.chronicle.com]

- Pye, A. K. University governance and autonomy: Who decides what in the university. In Deneef, A. L.; & Goodwin, C. D. (Eds).(1995). The academic's handbook. Durham, NC: Duke University Press, (pp. 297-314).

- Explore The Chronicle of Higher Education web site for recent articles on shared governance, faculty life, stress, tenure, and productivity.

- Lovett, Clara M. (July/August 1993). To affect intimately the lives of the people: American professors and their society. Change 25 (4), 26-37.

- Simpson, Ronald D., and Frost, Susan H. (1993). Academic careers: A commitment to learning. Inside college: Undergraduate education for the future (pp. 77-94). New York: Insight Books/Plenum Press.

- Solomon, Robert; and Solomon, John (1993). Get rid of tenure. Up the university: Re-creating higher education in America (pp. 243-255). Reading, MA: Addison-Wesley Publishing Co.

- Budd, L. J. On writing scholarly articles. In Deneef, A. L.; & Goodwin, C. D. (Eds).(1995). The academic's handbook. Durham, NC: Duke University Press, (pp. 249-262).

- Colton, J. The role of the department in the groves of academe. In Deneef, A. L.; & Goodwin, C. D. (Eds).(1995). The academic's handbook. Durham, NC: Duke University Press, (pp. 315-333).

- Edgerton, R. (January 27, 1992). Lines of work. Speech to the Forum on Faculty roles and Rewards, American Association of Higher Education.

- Finkin, M. W. The tenure system. In Deneef, A. L.; & Goodwin, C. D. (Eds).(1995). The academic's handbook. Durham, NC: Duke University Press, (pp. 136-149).

- Getman, J. (1992). Tenure, peer review, excellence, and injustice. In In the company of scholars: The struggle for the soul of higher education. Austin, TX: University of Texas Press, (pp. 109-129).

- Goodwin, C. D. Some tips on getting tenure. In Deneef, A. L.; & Goodwin, C. D. (Eds).(1995). The academic's handbook. Durham, NC: Duke University Press, (pp. 150-157).

- Lovett, C. L. (July/August 1993). To affect intimately the lives of the people: American professors and their society. Change, (pp. 27-36). Washington, DC: Heldref Publications and the American Association of Higher Education.

- Palmer, P. J. (November/December 1997). The heart of a teacher: Identity and integrity in teaching. Change, (pp. 15-21). Washington, DC: Heldref Publications and the American Association of Higher Education.

- Solomon, R.; & Solomon, J. (1993). Get rid of tenure. In Up the university: Re-creating higher education in America. Reading, MA: Addison-Wesley Publishing Co., (pp. 243-255).

- Soper, K. (December 17, 1999). Point of view: Things you shouldn't say in a tenure-track job interview. The Chronicle of Higher Education, p. A68.

- Stewart, T. The academic community. In Deneef, A. L.; & Goodwin, C. D. (Eds).(1995). The academic's handbook. Durham, NC: Duke University Press, (pp. 334-340).

- American Association of University Professors (http://www.aaup.org) Investigate for issues important to AAUP and professors such as academic freedom, compensation surveys, intellectual property rights, academic freedom, policy statements.

NOTE:
Paper Outlines and Annotated Bibliographies are due tonight and will be returned March 25th.

March 18th Spring Break

March 25th Government and Higher Education

Study Questions:

1. To what extent do governments get involved in higher education?
2. Review the three branches of government (executive, legislative, and judicial), and conjecture on which one(s) have the greatest impact on higher education.
3. We will be reviewing a series of case decisions which affect higher education. Where do you think the judiciary review of higher education is heading?

- **Case Study:**

Assessment in the Commonwealth of Virginia. Legislators in Virginia pass legislation requiring assessment programs at all higher education institution. As an incentive to comply with the mandate, institutional funding is tied to each institution's development of an assessment plan.

Optional Readings:

- Gladieux, Lawrence E. and King, Jacqueline E. "The Federal Government and Higher Education," in Altbach, Philip G., Berdahl, Robert O., and Gumport, Patricia J., eds. American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges. Baltimore: Johns Hopkins Press, 1999, pp. 151-182.

- McGuinness, Aims C. Jr. "The States and Higher Education," in Altbach, Philip G., Berdahl, Robert O., and Gumport, Patricia J., eds. American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges. Baltimore: Johns Hopkins Press, 1999, pp. 183-215.

- Olivas, Michael A. "The Legal Environment: The Implementation of Legal Change on Campus," in Altbach, Philip G., Berdahl, Robert O., and Gumport, Patricia J., eds. American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges. Baltimore: Johns Hopkins Press, 1999, pp. 216-240.

April 1st Students and Shared Governance (Guest Lecturer: Jeffrey Putman)
Ostensibly, colleges and universities exist to educate students. While they are the most visible customers, they may no longer be the primary customers of many higher education institution, particularly of large research and medical complex universities. While students may be the primary direct beneficiaries of colleges and universities, they may feel that they have little power and ultimately may be insignificant players when the institutions are viewed as organizational entities.

In the organizational sense, governance explains how decisions are made. Colleges and universities make decisions in very different ways than how decisions are made in business, industry, and government. The typical organizational structure in higher education is very flat; that is, there are few layers between the top and the bottom. Additionally, there are far more constituents who have voices and play major roles in the decision-making process. To add to the confusion, there are technically three simultaneous/parallel/overlapping/competing governance systems in any individual college or university: the trustee system, the faculty system, and the administrative system.

Study Questions:

1. What power, influence, and role do students have in today's institutions?
2. Do students play any specific role in institutional governance? How? Where?
3. How do colleges and universities differ from business, industry, and government in the way decisions are made? (reprise)
4. How are trustee, faculty, and administrative governance systems simultaneous, parallel, overlapping, and competitive? (reprise)
5. How does a common decision get made at your institution? To what extent are students included?

NOTE:
Analyses of State's issues, problems, opportunities, challenges due and will be returned April 8th.

April 8th : Institutional Culture, Climate, and Change

Higher Education has a culture as an entity that makes it different from business, industry, government, and the military—even from K-12 education. Within that larger culture, each institution has its own unique culture and climate. And within each institution there are myriad sub-cultures. Administrators must understand the nuances of culture and climate if they are to effect change and achieve success in achieving their goals.

Study Questions:

1. What is culture?
2. What are the dimensions of culture?
3. How should an administrator study and interpret culture?
4. How do you identify, understand, and analyze the culture in which you work?
5. Does an institution have to have a single culture?
6. Using this course as a laboratory, what are its levels of culture? Rites & rituals? Myths, sagas, legends, stories, folktales? Symbols? Language & gestures? Physical setting? Artifacts?
7. As a new employee (or student), how would you collect and analyze administrative, faculty, and student cultural data of an institution so as to make your time and work in that culture more productive and pleasurable?
8. How would you employ techniques of analysis of this course as a laboratory of culture?

Required Readings:

- Bloland, H. G. Postmodernism and higher education. In ASHE reader on organization and governance in higher education, (pp. 566-588).

- Dill, D. D. The management of academic culture: Notes on the management of meaning and social integration. In ASHE reader on organization and governance in higher education, (pp. 261-272).

- Hurtado, S. The campus racial climate: Contexts of conflict. In ASHE reader on organization and governance in higher education, (pp. 182-202).

- Kuh, G. D.; & Whitt, E. J. Culture in American colleges and universities. In ASHE reader on organization and governance in higher education, (pp. 160-169).

- Masland, A. T. Organizational culture in the study of higher education. In ASHE reader on organization and governance in higher education, (pp. 145-152).

- Peterson, M. W., & Spencer, M. G. Understanding academic culture and climate. In ASHE reader on organization and governance in higher education, (pp. 170-181).

Only recently has organizational theory taken issues of race and gender into consideration. This session will examine how race has been studied in higher education

Study Questions:

1. How are race and gender addressed in higher education organizations?
2. How do the constructs of race and gender interact with other constructs such as mission, culture, power and authority, structure, and resources?
3. How do colleges and universities as organizational entities deal with issues of multiculturalism and feminism?

Required Readings:

- Calas, M. B.; & Smircich, L. Re-writing gender into organizational theorizing. In ASHE reader on organization and governance in higher education, (pp. 490-507).

- Chesler, M. A.; & Crowfoot, J. An organizational analysis of racism in higher education. In ASHE reader on organization and governance in higher education, (pp. 436-469).

- Gumport, P. J. Academic structure, culture, and the case of feminist scholarship. In ASHE reader on organization and governance in higher education, (pp. 508-520).

- Hurtado, S. The campus racial climate: Contexts of conflict. In ASHE reader on organization and governance in higher education, (pp. 182-202). [Revisit from discussion in session on organizational culture.]

- Nemetz, P. L.; & Christensen, S. L. Harnessing a diversity of views to understand multiculturalism. In ASHE reader on organization and governance in higher education, (pp. 470-489).

- Nkomo, S. M. Race in Organizations. In ASHE reader on organization and governance in higher education, (pp. 417-435).

- Ramirez, B. C. Creating a new kind of leadership for campus diversity. In ASHE reader on organization and governance in higher education, (pp. 406-414).

- Explore The Chronicle of Higher Education web site for recent articles on issues of race and gender relating to higher education institutions as organizations.

Whether it is called reform, innovation, adaptation, or renewal its about the same thing—change. The difference between administrators and leaders has to do with change. Administrators and managers help to maintain the status quo; leaders bring about change. This part of the session examines what the organizational scholarship has to say about the change process in higher education.

Study Questions:

1. How can an administrator affect change?
2. How does the concept of "life cycle" apply to a higher education program, department, school, college, university?
3. How do the various constituencies within a higher education institution make sense of the change process?
4. What are the differences between strategic and political issues in the change process?
5. What does "the learning organization" have to do with the change process?
6. What is the change process in VA Commonwealth U?

Required Readings:

- Cameron, K. S. Organizational adaptation and higher education. In ASHE reader on organization and governance in higher education, (pp. 273-286).
- Downey, J. Balancing corporation, collegium, and community. In ASHE reader on organization and governance in higher education, (pp. 305-312).
- Gioia, D. A.; & Thomas, J. B. Sensemaking during strategic change in academia. In ASHE reader on organization and governance in higher education, (pp. 352-378).
- Greenwood, R.; & Hinings, C. R. Understanding radical organizational change. In ASHE reader on organization and governance in higher education, (pp. 313-335).
- Senge, P. M. Building learning organizations. In ASHE reader on organization and governance in higher education, (pp. 287-304).
- Simsek, H.; & Louis, K. S. Organizational change as paradigm shift. In ASHE reader on organization and governance in higher education, (pp. 550-565).
- Simsek, H. The power of symbolic constructs in reading change in higher education. In ASHE reader on organization and governance in higher education, (pp. 589-604).
- Terenzini, P. T. Assessment with open eyes. In ASHE reader on organization and governance in higher education, (pp. 339-351).

April 15th Seeking a Job within the Organization of Higher Education
-Roles to be assigned for simulation.

NOTE:
Analysis of your "job search" is due tonight and will be returned April 22nd.

- **Case Study:**

Abbott College (A). Issues related to faculty involvement in a presidential search, internal and external candidates, and confidentiality are raised.

April 22nd: Be a President for a Month: Virtual University

While it is impossible for a simulation to capture all of the detail of reality, a simulation can capture the feel, pace, and issues of reality. All class members will become officers and faculty in Virtual University: Roles will be assigned April 15 after the job-seeking simulation.

Review reading of Birnbaum, Robert (1991). How colleges work. San Francisco: Jossey-Bass.

Study Questions:

1. Why does it sometimes appear that strategic planning is ineffective?
2. How is planning different at different types of institutions?
3. Who should be involved in strategic planning?
4. What is scenario planning?

Required Readings:

- "What is Scenario Planning?" Three alternatives for the College of Marin. [handout]
- Neumann, A. The social construction of resource stress. In ASHE reader on organization and governance in higher education, (pp. 389-405).
- Tierney, W. G. Critical leadership and decision making in a postmodern world. In ASHE reader on organization and governance in higher education, (pp. 537-549).
- Brock, D. M.; & Harvey, W. B. The applicability of corporate strategic principles to diversified university campuses. In ASHE reader on organization and governance in higher education, (pp. 379-388).
- Tierney, W. G. Critical leadership and decision making in a postmodern world. In ASHE reader on organization and governance in higher education, (pp. 537-549).
- Explore The Chronicle of Higher Education web site for recent articles on strategic planning and institutional research.

Optional Readings:

- Chafee, E. E. Three models of strategy. In ASHE reader on organization and governance in higher education (Fourth edition), (pp. 225-238).
- Collins, J. C., & Porras, J. I. (September/October 1996). Building your company's vision. Harvard Business Review, (pp. 65-76).]
- Keller, G. (1997). Examining what works in strategic planning. In Peterson, M. W.; Dill, D. D.; & Nets, L. A. (Eds.). Planning and management for a changing environment: A handbook on redesigning postsecondary education. San Francisco, CA: Jossey-Bass, (pp. 158-170).

- Kotler, P., & Murphy, P. E. Strategic planning for higher education. In ASHE reader on organization and governance in higher education (Fourth edition), (pp. 239-252).

- Peterson, M. W. (1997). Using contextual planning to transform institutions. In Peterson, M. W.; Dill, D. D.; & Nets, L. A. (Eds.). Planning and management for a changing environment: A handbook on redesigning postsecondary education. San Francisco, CA: Jossey-Bass, (pp. 127-157).

- Saupe, J. L. (1990). The functions of institutional research. In Peterson, M. W.; Mets, L. A.; Trice, A.; & Dill, D. D. (Eds.) (1999). ASHE reader series: ASHE reader on planning and institutional research. Needham Heights, MA: Pearson Custom Publishing, (pp. 211-223).

- Dooris, Michael J., and Lozier, G. Gregory. (1990). Adapting formal planning approaches: The Pennsylvania State University. (pp. 5-21). In Schmidtlein, Frank A., and Milton, Toby H. Adapting strategic planning to campus realities. New Directions for Institutional Research, no. 67. San Francisco: Jossey-Bass.

- Shirley, Robert C. (1988). Strategic planning: An overview. (pp. 5-14). In Steeples, Douglas W. (Ed.). Successful strategic planning: Case studies. New Directions for Higher Education, no. 64. San Francisco: Jossey-Bass.

April 29th: Be a President for a Month: Virtual University
- Assignments to be announced

NOTE:
Term Paper due tonight and will be returned May 6th.

May 6th: Be a President for a Month: Virtual University
- Assignments to be announced

NOTE:
Final Examinations (both parts) are due tonight and will be returned May 13th.

May 13th: Wrap Up, Simulation Debriefing, The Future of Higher Education in Society

Simulation Debriefing:. *How DO colleges and universities "Work"?*

Study Questions:
1. How well did you perform your role in the simulation?
2. How realistic was the simulation compared to the case studies we have examined all semester?
3. Analyze the simulation activities in light of the organizational theories we have examined this term.

Course Requirements:

NOTE:
Always submit **(2) TWO** copies of every assignment

1. There are four written assignments in addition to the final examination. Each student is required to write a paper (or an approved substitute) on a subject of his or her choice from a list provided by your instructor. The memo should be a cogent one and, as such must be completely documented and must include an annotated bibliography on the topic, which will be collected by the mid-term. With your final exam you should hand in copies of the dissertation abstracts.

Criteria for Evaluation of Memos:. Papers will be evaluated on the basis of the following:

a) Identification of Appropriate Question or Issue:

The problem or issue is clearly defined. Writer shows understanding of the problem, and the internal and/or external forces responsible for the problem.

Writer presents an argument (or setting or rationale) in support of the significance of the topic or problem.

The introductory statement makes clear the writer's intent, procedures utilized, limitations in treatment (if any) and definitions (if necessary for clarity).

b) Analysis -- Evidence of critical thinking about the topic, and represents a scholarly comprehension and investigation. Differing positions or alternative approaches are identified and discussed. Writer's own position is clearly identified.

Appropriate resources (literature and raw data or research findings) and procedures were employed in dealing with the topic. Resources and procedures were adequate in number and kind. They were selected and used in ways that make a significant contribution to the study and they clearly relevant.

The written report demonstrates the writer's ability to develop his or her own ideas in depth, to interpret and apply the ideas of others, rather than merely present the ideas of others.

c) Content, Clarity and Form -- Covers most important aspects of the topic, unless restrictions have been identified in the introduction.

Ideas are presented in straight-forward ways that are readily understood.

English usage, sentence construction, organization, and documentation (including references and a bibliography).

d) Helpful hints: Try to hook the reader with the subject line. Tell the reader why she or he should read the entire message in your very first paragraph. If it is an action-oriented paper, before you conclude, make certain that you explain why you need an action taken.

Due Dates (Please hand in (2) Two copies of everything)

a. The topic must be submitted by the student no later than February 4th, and approved by the instructor no later than February 11th.

b. An outline in detail (no more than two pages) is due at the time the annotated bibliography is handed in on March 11th.

c. An annotated bibliography (no more than five pages single-spaced) on the general subject, including a minimum of eight articles, two monographs or books, and at least ten dissertation abstracts, is due by the mid-term (no later than March 11th). In general I prefer no sources prior to 1995 unless you cannot find a reference, in which case you may go back as far as 1990 or ask permission of the instructor for something earlier.

d. Analysis of one State's issues/problems/opportunities/challenges (no more than two pages) is due by April 1st.

e. Analysis of your "job search" (no more than two pages) is due by April 15th.

f. The paper (no more than ten to twelve pages double-spaced, excluding bibliography) is due by April 29th.

2. Each student is required to write a final examination due in by May 6th. The examination is of the "take home" variety and will be distributed on the first night of class. While a student's response to the examination need not be footnoted, nor include a bibliography, it should include a reasonable acknowledgment of resources seen on the institutional visit. Yes, for the first half of the exam you may submit the same dissertation abstracts you cited in the annotated bibliography.

Criteria for Evaluation of Final Examination

The Examination will be evaluated on the basis of the following points:

a. Relevancy and strength of resource material.
b. Presentation, organization, and synthesis of data and ideas.
c. Analysis of the institution.
d. Clarity of expression and correctness of form.

Due Date: Please hand in your final examination answer (no more than five to six pages single-spaced) by May 6th.

Summary of Student Responsibilities

Readings: as indicated on pages 4 - 23 of course outline above.

Topic approval: one page (on form distributed) due by February 4th.

Outline in detail: no more than 2 pages - due by March 11th.

Annotated Bibliography: no more than 5 pages single-spaced - due by March 11th. **(20 points)**

Analysis of one State's issues/problems/opportunities/challenges: **(10 points)**
no more than two pages – due by April 1st.

Analysis of your "job search": **(10 points)**
no more than two pages – due by April 15th .

Paper (or approved substitute): **(30 points)**
no more than 10-12 pages double spaced, excluding bibliography -due by April 29th.

Final Examination: **(20 points)**
no more than 5-6 pages single-spaced - due by May 6th.

Class participation: **(10 points)**
throughout semester -

In general, grades will be assigned as follows:

A = Excellent
B = Good
C = Adequate, but not spectacular for graduate level work

(+) or (-) will be used, as appropriate

If students hand in assignments on time, they may expect them back by the following week.

In conclusion, the faculty member will attempt to create an environment in which all students can participate fully; will accommodate any students with disabilities or alternate learning styles, will participate as a co-learner in the class, will read written work and provide feedback in a timely manner, will be fair in assessment of students, and will be open to feedback on the course and be flexible in order to make appropriate changes. The student, in turn, will do assignments on time, read thoroughly and for understanding, let the faculty member know if you will not be in class, come prepared to participate fully in the class by commenting on the readings and bringing in your experiences to share with the class, critically assess the class when given the opportunity, and be respectful of all views expressed by fellow students.

Future Study
After completing this course, I hope you will want to pursue further study in the issues raised during our reading and discussion this semester. I suggest the following courses offered in the Higher Education program.

On Students: TD4040 The American College Student: Reviews the demographic data about students, the changing relations of students to colleges, the diverse patterns of structure and function by which colleges individualize education and provide for student development, and the impact of colleges upon students.

On Faculty: TD5527 The College Professoriate. Reviews the demographic data and research on professors and the professoriate. Overview on new debates about the nature of professorial work, academic workload, and new definitions of scholarship.

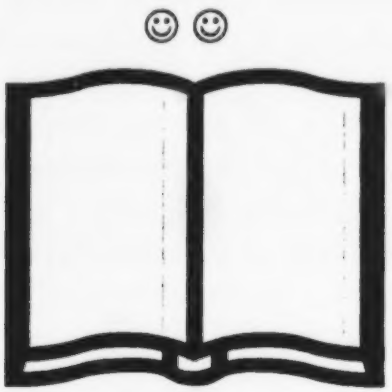
On Curriculum: TD4011 Curriculum and Instruction in Higher Education. Introduction and overview of history, trends, and issues of higher education curriculum. Examines internal and external interests that influence curriculum and instruction decisions and their implications for the organization and administration of colleges and universities. Particular focus on impact of new scholarship of gender, "race," and class on college curriculum and implications of this research for future of the canon.

On Educational Policy: TD4010 Purposes and Policies of Higher Education. Introduction to and overview of the missions and purposes served by U.S. colleges and universities. It also samples some of the pressing policy questions now confronting these institutions. Taught through a framework of the history of U.S. higher education and guest speakers on salient policy issues.

On Community Colleges: TD4012 The Community College. Emerging issues, problems, and trends in community colleges, technical institutes, and adult education. Topics include the history and philosophy of the community college movement, students, state and local campus governance, teaching, student personnel work, finance, adult education, and the future of the community college

On Adult Students: TD4050 Introduction to Adult and Continuing Education. An introduction to the professional field of adult and continuing education—purposes, forms, issues, the adult learner and the concepts of lifelong learning, overview of current developments in universities and colleges, community agencies and organizations, public schools, and job-related settings.

On Leadership: TD6556 Educational Leadership. An introduction to the major leadership theories with application within higher education. Emphasis on personal leadership abilities and analysis.



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